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Applicant: 55-I089 OKLAHOMA CITY

Application: 2017-2018 Schoolwide Plan - H2 - 0726 JOHN MARSHALL HS - Focus 3

Project Period: 7/1/2017 - 6/30/2018

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Schoolwide Plan

**Plan
submission
due dates:**

Non-Designated Title I Schools - May 1, 2018

School Improvement Designated Sites - October 1, 2017

Program:

Title I, Schoolwide Plan/School Improvement Plan

Purpose:

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Legislation:

ESSA, Section 1114

Regulations:

Designing Schoolwide Programs, Non-regulatory Guidance, March 2006
LEA and School Improvement, Non-regulatory Guidance, June 2006

OSDE

**Program
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Needs Assessment Step 1: Identify Planning Team (*Must include at least one parent and one teacher.)

ESSA Section 1114(b)(6) requires that the plan be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.

Name of Site Principal

Person Completing Plan

Name

Constituent Group

Name

Constituent Group

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Needs Assessment Steps 2-6

Step 2: Clarify Vision for Reform

Prior to collecting and analyzing data, the planning team in conjunction with the school staff should meet and discuss the vision for reform. The collective vision should define student success. The goals and programs identified in the Schoolwide/School Improvement Plan should align with this vision. Funds should be used based on assessment of needs and aligned with measurable goals.

Oklahoma Nine Essential Elements, #7, #9

Describe school's vision for reform. (642 of 2000 maximum characters used)

Our strategy for reform has been based on tracking individual student data on common formative assessments and using the mastery level by standard to prescribe interventions for each student in need. This individualized approach to our strategies has been very effective and positively impacted both student grades in core classes, and outcomes on standardized assessments. Teachers are working together in PLCs to analyze data and approach each student according to his/her needs. By sharing the data with students and parents, and having students track their own progress, we have increased ownership and created an academic school culture.

Step 3: Create School Profile

The school profile is a data-driven description of the school's current status. At a minimum, schools should assess the current status in the focus areas which significantly affect student achievement: student needs, curriculum and instruction, professional development, family and community involvement, and school environment and organization.

Oklahoma Nine Essential Elements, #7, #9

Describe the process for creating and using a school profile. (2000 of 2000 maximum characters used)

The site profile is created through a comparison of longitudinal data over the course of 3 years, used to assess the growth over time for our core area subject areas. The data shows a positive trajectory, with continued support needed to continue the upward trend. Student needs include individualized remediation by standard to address student needs and gaps in foundational knowledge. Our curriculum department is currently focused on rolling out the updated math and English standards this summer in order to prepare teachers for the classroom this fall. We are currently using Mastery Connect to ensure that instruction is driven by the data indicated by common formative assessments. Our professional development at the site level will include the PLCs delving into the standards, breaking them down, and planning their instructional units and assessment calendars for the first quarter. The site PD will be supported by the district PD which invites teams of core teachers to participate in these activities and lesson planning activities to prepare for the fall. Family involvement will include student/parent orientation before the school year starts, open house and parent university during the first two weeks of school, training for parents on the new student information system, Infinite Campus, and additional activities to give parents/guardians the tools to support their children to be academically successful. Community involvement includes support by OK City & County Health, providing social-emotional supports, counseling and introductions to career opportunities and pathways3-Year Growth Comparison7 MATH7 READING8 MATH8 READING8 SCIENCE8 US HISTORY8 WRITINGSITE 8%10% 13% 2% 10% -3% 31%DISTRICT8%4% -6% 0% 0% -4% 9%SITE DIFF.0%6% 19% 2% 10% 1% 28%Site Average Growth: 10.14%District Average Growth:01.57%

Step 4: Identify Data Sources

The planning team is responsible for gathering and organizing data related to the focus areas in the school profile. Quantitative and qualitative academic data (benchmarks, common formative assessments, progress monitoring), and non-academic data (student surveys, attendance, suspensions, graduation rates, etc.) should be used.

Oklahoma Nine Essential Elements, #2, #4

Describe school's available data sources. (367 of 2000 maximum characters used)

We gather data from OCCT scores, District Benchmark Assessment assessments, attendance data, formative and summative assessments and school report cards. We also collect data via Mastery Connect, T, Infinite Campus, and SIPS. Mastery Connect has been a huge help to us as we are able to conduct formative assessments and provide immediate intervention to students.

Step 5: Analyze Data

As the planning team analyzes the data, the gaps between the current status of the school and the established vision for reform should become more apparent. The strengths, weaknesses and need should become the basis for goals and strategies that should be developed in the written Schoolwide/School Improvement Plan. Results of the data analysis should be summarized and presented to all stakeholders.

Oklahoma Nine Essential Elements, #2, #9

Describe the process for collecting, analyzing and summarizing data. (1138 of 2000 maximum characters used)

We analyze through our quarterly data reviews in our PLCs, grading scale for course grades, 3 levels of mastery in Mastery Connect and state assessments have bands for levels of mastery. We use all these methods of assessment and evaluation to assess our growth. During the quarterly data summits, each PLC meets with their administrator and any visiting guests from central office (ILD or Title I) and/or the Oklahoma State Department of Education (Shawna Wilson, School Support). Each teacher present their data for the quarter to show the progress of students by content standards. During the PLCs, the department members share strategies to improve results, plan interventions for the school day and after school, and celebrate achievements. Our most recent addition to the data summits has been inviting students to share their trackers and discuss how individualized tracking and remediation has assisted them in core areas. At the conclusion of the PLC summits, we share our next steps for the work to be done until our next quarterly meeting. The department heads ensure that PLC agendas address the needs and tasks are completed.

Step 6: Schoolwide flexibility/Consolidation of Funds. [ESSA, Section 1114(b)(7)(B)]

Schoolwide schools may use the flexibility available to them to coordinate and integrate services, or combine most federal, state and local funds to provide these services with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. If implementing schoolwide flexibility, describe the activities and services the school implements when it coordinates federal, state and/or local funds. If implementing consolidation of funds, also describe how the intent and purpose of each consolidated program is met.

(664 of 5000 maximum characters used)

Funds are spent in accordance with school goals and needs assessment. Materials and resources are purchased in order to support teachers and students based on identified needs within the purpose and direction stated in the campus improvement plan (CIP). The expenditures include AVID Curriculum and materials to promote a schoolwide college and career-ready culture; funds are designated to facilitate home/school communication to promote parental involvement and academic success for all students. Funds are designated for various activities, which will promote parental involvement and assist parents/guardians with support of their children's academic success.

Reform Strategies - ESSA, Sec. 1114(b)(7)(A)(i)-(iii)

Reform strategies are instructional strategies that 1) provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards; 2) strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and 3) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Oklahoma Nine Essential Elements, #1, #2, #3, #8

Guiding Questions

Evidence-based Strategies

- What evidence-based strategies are being used in the classroom?
- Which instructional strategies should be utilized to meet the needs of the students?
- What data is collected to determine if instructional strategies are effective?
- How is the use of various instructional strategies monitored by the administration?
- Are daily objectives posted in the classroom using student friendly language?
- Have teachers been trained to support the core academics in their own subject matter?

Curriculum Alignment

- How is curriculum aligned with Oklahoma Academic Standards?
- Are students knowledgeable of Oklahoma Academic Standards?
- Have teachers created curriculum maps and/or pacing calendars?
- Do teachers collaborate in horizontal and vertical teams?

Extended Learning Time

- What extended day/year opportunities are available for students?
- What procedures are in place to encourage attendance of extended day/year opportunities?
- What procedures are in place to monitor student achievement in extended day/year programs?
- How do the extended day/year teachers collaborate with regular classroom teachers?
- What is being done to strengthen the core academic program at the school?

Assessment

- What benchmark assessments are used to monitor student achievement?
- How are the benchmark results used to drive instruction in the classroom?
- Have the schoolwide programs ensured that all students at the school have the opportunity to reach the state's satisfactory and proficient levels of learning?

Technology

- How has technology been utilized in the classroom?
- How has technology been effective in increasing engagement, motivation and achievement?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Reform Strategies, if applicable.
- What research-based curriculums will be used to support reading and math Oklahoma Academic Standards?
- What supplementary instructional materials will be utilized for student interventions/extensions?

Describe the reform strategies (2231 of 5000 maximum characters used)

According to the Collaborative Bargaining Agreement and the district initiatives to implement Professional Learning Communities (PLCs), a research based program to structure teacher collaboration based on these key questions: 1. what do we want students to learn? 2. what will we do when they do not learn? 3. what extensions will we provide when they do? PLCs allow our teachers to work together, analyze data, discuss best practices, and use common assessments to plan, reteach or revise their instruction. We have given the PLC meeting time to all the core teachers and their special education co-teachers so they can collaborate for improved student achievement. Core PLCs meet four times weekly for vertical alignment, while grade level opportunities are provided on specified Tuesdays, after school. We have enhancement teachers for high school English and Math to give extra support to students in need of intervention to get up to grade level. Curriculum and instruction is driven by the OAS and pacing guides are utilized to ensure that teachers complete all critical content, prior to the end of the year. The District provides benchmarks through Mastery Connect. We also monitor the mastery of our students using Mastery Connect to show student mastery of standards. This data is used to provide immediate intervention to students during tutoring, Saturday School and through the three intersession offerings. Training in breaking down the standards, depth-of-knowledge and higher level questioning skills is provided. The Teacher Leader Effectiveness model has been provided in training, through the certification and recertification process over the last two years. The elements below were part of the year-long evaluation: Clear, measurable goals for overall student achievement, Clear, measurable goals for individual student achievement, Monitors progress on overall student achievement goals, Monitors progress on individual student achievement goals, Practices are in place to help all students meet achievement goals, Clear vision on instruction, Supports and retains teachers who enhance their skills, Awareness of predominant instructional practices, Ongoing evaluations with multiple data sources

Monitoring/Compliance Documentation

- Evidence that reform strategies are being implemented and effective including curriculum mapping documents, extended day/year data, and core curriculum assessment data.

Qualified Teachers - ESSA, Section 1111(2)(J)

LEAs will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

Also, LEAs will ensure that high poverty or low performing schools are not staffed with disproportionately high numbers of teachers who are ineffective, inexperienced or out-of-field.

A qualified teacher must hold a minimum of bachelor's degree; obtain full Oklahoma certification or an Oklahoma teaching license; and demonstrate subject matter competency in each of the academic subjects in which the teacher delivers instruction. Qualified paraprofessionals must have completed at least 2 years (48 credit hours) at an institution of higher education; obtained an associate or high degree; or completed the Oklahoma General Education Test (OGET) or the ParaPro or Work Keys Test and achieved a passing score.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Do all teachers and paraprofessionals at the school meet the qualification requirements in the State of Oklahoma?
- If not, what action plan has been developed to assist the teachers/paraprofessionals in reaching qualified status?
- Does the school offer incentives for advanced degrees and/or National Board certification?
- Have all parents been notified of their right to request information regarding the qualifications of the qualified teachers and paraprofessionals?
- Has a template been created for notifications to parents when students are taught by a non-qualified teacher for more than four (4) weeks?
- Have data charts been created to display qualified data including degrees earned and years of experience?

Describe the process for ensuring instruction is delivered by Qualified Teachers. (591 of 5000 maximum characters used)

All teachers at John Marshall are highly qualified and the report was reviewed during accreditation. All paraprofessionals have completed the appropriate exams and that documentation is kept at Human Resources, at the district office. Any time we have a teacher that is not highly qualified for more than four weeks, we send a letter to the parent to notify them. Enhancement teachers for English and Math are provided for students needing remediation. Also, Math Readiness for seniors who may be at risk for remedial freshman college level math is provided, per the SDE's new initiative.

Monitoring/Compliance Documentation

- "Parents Right to Know" notification letter
- Sample parent notification regarding Highly Qualified status
- Data collection tools for HQT information

Professional Development - ESSA, Section 1114(b)(7)(A)(iv)

High quality professional development (PD) focuses on improving student achievement by elevating teacher, principal and other school personnel quality through evidence-based strategies. This professional development should be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals and parents. PD activities are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused activities designed to improve instruction and use of data from academic assessment.

Oklahoma Nine Essential Elements, #6

Guiding Questions

- Has a yearly professional development plan been developed? Were the teachers involved in the decision making?
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- What procedures are in place to follow-up on each professional development activity?
- How is implementation of strategies learned in professional development monitored?
- How are teachers supported and encouraged when implementing strategies learned in professional development?
- Do teachers have individual professional development plans? Do administrators?
- How are the individual plans developed? Does data drive the professional development decisions?
- Are stipends and/or substitutes provided for teachers attending professional development?
- Are teachers encouraged to facilitate professional development?
- How has professional development affected instruction? Does the data support this?
- What sustaining efforts are in place to support new staff with previously learned professional growth?
- What focused area(s) of need will be in addressed through professional development in the coming school year?
- How will staff be supported and encouraged when implementing strategies learned in professional development?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Professional Development, if applicable.
- What data sources indicated the need for chosen professional development?
- Do all professional development opportunities align with the goals of the Schoolwide/School Improvement Plan?
- How is implementation of strategies learned in professional development monitored?
- How are stipends and/or substitutes provided for teachers attending professional development?
- How has professional development affected instruction? Does the data support this?
- What focused area(s) of need will be addressed through professional development in the coming school year?

Based on the comprehensive needs assessment, describe the focus of the school's professional development plan. (1670 of 5000 maximum characters used)

We continually work to provide relevant professional development to teachers and staff. We conducted 2 surveys regarding professional development needs and plan to continue gathering this feedback, from teachers. We offer Professional Learning Community training to teachers as it assists them with analyzing their data and providing immediate intervention for their students. Additionally, PLCs give teachers the opportunity collaborate with other teachers, which is

very helpful as all teachers have different strengths and weaknesses. We provide quarterly PD for new educators or new to JM teachers that is facilitated by veteran teachers. The topics of this PD are based on the needs of the teachers attending. Professional Development throughout the year includes Marzano TLE training, Mastery connect for tracking student mastery, student trackers, technology such as Google Classroom and Google Docs, reverse classroom, classroom management, Pinterest for teachers, rubrics, GEAR Up Authenticity training, Infinite Campus, scanning safety training, etc. These trainings were facilitated by teachers, administrators and other personnel as appropriate. We also provide 1:1 training and continued PD for teachers that received the 1:1 grant of Chromebooks. We plan to continue to offer a wide variety of PD to meet the needs of all teachers. We offer new teacher training, new to JM training, by our lead mentor teacher. The CILT (campus instructional leadership team) is made up of administrators, counselors and department heads to ensure that the curriculum is adhered to, assessments are aligned to the standards, and grading practices are consistent.

Monitoring/Compliance Documentation

- agendas and attendance records of professional development
- documented monitoring and follow-up of professional development activities
- summaries of professional development
- site professional development plan
- individual professional development plans
- charts or graphs created to collect the professional development data

Teacher Recruitment/Retention - ESSA, Section 1114(b)(7)(A)(iv)

Employing qualified teachers in high poverty and low-performing schools is important for the sustainability of the schoolwide program. Therefore, the schoolwide/school improvement plan should describe the strategies it will use to recruit and retain effective teachers, particularly in high need subjects.

Oklahoma Nine Essential Elements, #8

Guiding Questions

Recruitment:

- Has a strategic recruitment plan been developed?
- What marketing strategies have been used to recruit teachers to the district?
- Have positions been posted on school and district Web sites?
- Has recruiting through local institutions of higher education been considered?
- Have local career fairs been promoted? Has the district participated as a vendor?
- Has the school partnered with a neighboring school district to recruit teachers?
- Have future teachers in the community been identified?
- How have teachers been encouraged to apply for positions within the district?

Retention:

- What is the process of new teacher orientation?
- How does an established mentoring program serve new teachers? Does it serve teachers for the first three (3) years?
- How does teacher collaboration support new and experienced teachers?
- How are teachers included in decision making, planning and resource allocation?
- How are teachers encouraged to obtain advanced degrees and/or additional certifications?
- How are teachers encouraged to become National Board Certified?
- What incentives are offered to teachers to work in high poverty, low-performing schools?

Describe the recruitment and retention plans. (2059 of 5000 maximum characters used)

All school openings are posted on the district website as well as on teachers-teachers. At the site level, we contact local colleges and universities to check for applicants. This is especially true in areas that are more difficult with qualified applicants, such as science and math. Leadership will support teachers with continual feedback to promote a positive environment and help them grow professionally. In recruitment, we will focus on our academy and the programs that enhance our school and our students' experiences. John Marshall participated in both the fall and spring job fairs held by OKCPS at John Marshall. At the site level, we provide quarterly new teacher training, facilitated by veteran teachers. This orientation is open to all teachers, but is designed for teachers that are new to teaching and new to John Marshall. Teachers serve as members of the Campus Instructional Leadership Team and are included in making decisions regarding instruction. We also have a Faculty Advisory Committee that advises the administration regarding needs and concerns from the faculty. Teachers have been receiving continual training with updates from the teacher-leaders, administrative staff and TLE representatives assigned to the school. Using the TLE model, administrators meet with the teachers to pre- and post-conference regarding what elements we are expecting to see in all 4 domains. We also discuss peer observations that will help teachers work on their goal areas for improvement. Our focus for domain 1: Classroom Strategies and Behaviors, includes providing learning goals in student-friendly terms, using performance rubric and scaled and tracking progress. We provide training with Edusoft to help teachers pull and analyze data for individualized learning goals for their students as well as class goals. Teachers who are ineffective are

monitored more closely for growth, given support via a growth plan and feedback on the plan is provided. Teachers who are effective are praised and encouraged to serve as teacher leaders.

Monitoring/Compliance Documentation

- written plan for recruiting and retaining teachers
- evidence of recruiting efforts (i.e., job postings, career fairs information, marketing strategies)
- evidence of retention efforts (i.e., teacher mentoring programs, incentives, teacher collaboration)

Parent and Family Engagement - ESSA, Section 1116(a)(2)

Parent and Family Engagement is essential in creating schoolwide plans. Stakeholders should be viewed as academic partners who participate in student/teacher/parent conferences and are invited to participate in other school committees. It is essential that schoolwide/school improvement plan contain strategies to include parents in decision making, invite parents to participate in meetings and committees, and involve parents as academic partners.

Oklahoma Nine Essential Elements, #5

Guiding Questions

- Has a site Parent Involvement Policy and Parent-School Compact been created? (This must be site specific and different from the district policy.)
- How are the policy and compact distributed to the parents? Updated annually?
- How are parent involvement opportunities evaluated?
- How are parents surveyed regarding parental involvement activities?
- How are parents notified of parent involvement activities?
- What specific training or resources are available for parents on how to help their child academically?
- Has an online gradebook been developed? How are parents assured access?
- Have parents been informed of state standards?
- How often do teachers communicate with parents through phone calls, emails and mailings? How is this communication documented?
- How often are Parent-Teacher conferences scheduled? Are they held at accessible times?
- Has an annual Title I parent informational meeting been scheduled? How will parents be informed?
- How will parents be encouraged to become active learning partners in their student's academic, social/emotional and behavioral development?

Describe the school's strategies for increasing parent and family engagement. (1462 of 5000 maximum characters used)

A parent involvement policy and Parent- School Compact have been created. These are updated annually and distributed to parents both during the Title I parent meeting and Open House. Parents are notified of activities via auto dialers, text messages and fliers that are distributed. Parent University is held during Open Hous Parent- Teacher Conferences. Parent-Teacher conferences are held each semester and the times are split so that we can offer both day time and evening times, for parents. All parents have the ability to access the school grade books via the Infinite Campus Parent Portal. Teachers remain in contact with parents via email, text message and phone calls. In addition to the Enterprise Advisory board of 10 members who discuss curriculum, activities and planning for future events, we also have the Booster Club which supports boys and girls sports, and the foundation for JMHS. The parent involvement groups continue to grow each year, and we are adding more avenues for parents to be involved: PTSA, PLA, Booster Club, Finance Academy Advisory Board; all are continuing from year to year. We have an administrator and staff members on each one to ensure that we continue to keep the positive relationships with our family members. We recognize them at our events and include them in our awards ceremonies. The poster maker is used to create and post parental involvement events, data posters and SMART goals around the school.

Monitoring/Compliance Documentation

- copy of the "Notification to Parents of the Annual Parent Title I Informational Meeting"
- agenda and attendance list for the "Annual Parent Title I Informational Meeting"
- parent survey or other evaluation tool regarding parent involvement activities

- examples of site/parent communication
- copy of notification to parents regarding student achievement reports and test scores
- copy of notification of title I programs and opportunities

Please upload supporting information files. Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF. Files must be less than 2MB in size and the file name should not include special characters (i.e. #, \$, % etc.). Attempting to upload a file that does not comply with these restrictions will result in errors and loss of unsaved data.

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Uploaded Files:

[726 JMHS Schoolwide Improvement Plan-20170918032904-17011.docx](#)
[JM Parent Compact 2017-18-20170918045336-17011.pdf](#)
[Title 1 PPT and Sign Ins 2017-18-20170918045410-17011.pdf](#)

Student Transition - ESSA, Section 1114(b)(7)(A)(v)

This component emphasizes the value of creating a coherent and seamless education program for all children in the school, but particularly for those at risk of not meeting the challenging State academic standards. Though the guidance only specifically addresses services to preschool children in the transition from early childhood programs to elementary programs, activities are encouraged at critical transition points at all grade levels to support students and parents with changes in curriculum, instruction and procedures.

Oklahoma Nine Essential Elements, #4

Guiding Questions

- What are critical transition points at the site (i.e., Pre-Kindergarten, Elementary to Intermediate, Intermediate to Middle)?
- How are counselors involved in the transition strategies?
- Have Parent Orientation Nights been developed?
- What procedures are in place for students to visit the next grade level, meet the teachers and learn new procedures?
- Have summer grade-level transition camps been held at the school site?
- Do staff members meet in vertical teams to compare curriculum and plan strategies to close gaps in achievement?
- How often do staff members meet vertically?
- How does the staff facilitate transition strategies?
- What procedures are in place to receive new students to the school?
- Have documents been created to identify transition points, grades affected and coordination efforts?
- How has professional development affected instruction? Does the data support this?

Describe the student transition strategies. (1913 of 5000 maximum characters used)

We hold orientation meetings for both middle school and high school students to review the handbook and go over rules and expectations. In addition to these meetings, we hold a parent orientation for 7th grade parents as well as a Junior parent meeting to discuss the upcoming transition from high school. Open House is also held in August for all families. During this time we offer Parent University to all parents. School personnel and communities partners set up tables to offer resources and information. All departments meet 4 times weekly as a PLC which provides opportunities for departments to be vertically aligned. Counselors are critical in providing assistance to students in regards to transition. The counselors MS and HS classrooms to discuss items such as credits, meanings of a GPA, college requirements, deciphering test reports, etc. These discussions are critical for the HS students as well as the 8th grade students that are transitioning from MS to HS. As much as possible, we try to separate the middle and high school students in our building. The rate of referrals has dropped over the last 4 years due to the improved school culture. We try to have clubs and organizations for all students to engage in to help bolster school pride and ownership in school safety. We have implemented peer mentoring groups like link crew to ensure that 9th graders have a student mentor in 11th or 12 grade. We have a 7th grade teacher that attended Link Crew training in order to bring a similar mentoring program to the MS students. Additionally, we host a special education transition forum for district special education teachers, administrators and community organizations. We have an annual college application day for all seniors to work with volunteers and complete college applications. Additionally, we have several FAFSA nights to assist families with the application process.

Monitoring/Compliance Documentation

- copies of letters, flyers, and/or mailings notifying parents of transition activities
- attendance records of parent meetings regarding transitions
- evidence of vertical teaming among faculty (i.e. agendas, minutes, curriculum maps)



Teacher Inclusion in Data Decisions

Teachers need current and ongoing assessments such as observation, benchmarks, formative assessments and summative assessments that describe student achievement. In a schoolwide school, teachers should not only be involved in the assessment selection and creation process, but should be provided with professional development that increases their understanding of the assessment tools and how to use the results to improve instruction.

Oklahoma Nine Essential Elements, #2, #7

Guiding Questions

- Do teachers receive professional development on the multiple ways to disaggregate data?
- Do teachers receive professional development on how to change instruction to meet the needs of students identified by the data?
- Are these changes monitored and evaluated for improved student achievement?
- Have teachers been encouraged to hold regular data meetings analyzing student assessments and reviewing student work with other teachers?
- Are assessments regularly evaluated for effectiveness?
- Has a chart been created showing the types of assessments, the timeline of implementation and the intended purpose?
- Identify the formative and summative assessments that will be used to measure student growth towards proficiency of Oklahoma Academic standards.
- What steps will be taken to collect and analyze student data from formative/summative assessments?
- How will teachers apply student data to strengthen classroom instruction?

Describe school's process for including teachers in choosing assessments and collecting and analyzing data. (1516 of 5000 maximum characters used)

We analyze through our quarterly data reviews in our PLCs, grading scale for course grades, 3 levels of mastery in Mastery Connect and state assessments have bands for levels of mastery. We use all these methods of assessment and evaluation to assess our growth. During the quarterly data summits, each PLC meets with their administrator and any visiting guests from central office (ILD or Title I) and/or the Oklahoma State Department of Education (Shawna Wilson, School Support). Each teacher present their data for the quarter to show the progress of students by content standards. During the PLCs, the department members share strategies to improve results, plan interventions for the school day and after school, and celebrate achievements. Our most recent addition to the data summits has been inviting students to share their trackers and discuss how individualized tracking and remediation has assisted them in core areas. At the conclusion of the PLC summits, we share our next steps for the work to be done until our next quarterly meeting. The department heads ensure that PLC agendas address the needs and tasks are completed. The teachers disaggregate and compare data after each formative assessment, through their PLC meeting times. The teachers use their immediate, formative data from Mastery Connect to drive their classroom instruction and intervention. This is critical as the teachers know the mastery of every student and are able to intervene in the classroom and through pull out tutoring.

Monitoring/Compliance Documentation

- copies of assessments used and evidence the assessments align to Oklahoma Academic Standards
- description of how assessment results are used to improve instruction
- copy of the site assessment calendar

Student Interventions - ESSA, Section 1114(b)(7)(A)(iii)(I)-(III)

Effective and timely evidence-based interventions should be provided to students who experience difficulty mastering the proficient or advanced levels of academic achievement standards.

Oklahoma Nine Essential Elements, #3, #4

Guiding Questions

- What are teachers doing to meet the learning needs of all students in the classroom?
- How will strategies such as Response to Intervention (RtI), Positive Behavior Interventions and Supports (PBIS), Differentiated Instruction (DI) or flexible grouping be used effectively in classroom(s)?
- What training have teachers received on individualized instruction and/or varied instructional strategies?
- How do students receive additional assistance during the school day?
- How are students identified for these programs?
- How are students monitored and evaluated for these interventions?
- How are extended day/year programs evaluated for effectiveness?
- What type of documentation is collected to ensure that timely interventions occur for students who are not achieving at a proficient level?
- What steps will be taken for identifying students for academic and behavioral interventions?
- How will the site determine appropriate instructional strategies?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

School Improvement - required for sites in designation

- Include how Project 515 funds will be used to support Student Interventions, if applicable.
- What steps will be taken for identifying students for academic and behavioral interventions?
- How are students monitored and evaluated for these interventions?
- How will the site measure the effectiveness of behavioral and academic strategies that have been implemented? What changes are being made, if any?

Describe school's academic and behavioral interventions. If applicable, describe 1) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students skills outside the academic subject areas; 2) the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (2156 of 5000 maximum characters used)

We have enhancement/academic achievement classes for MS in the areas of English and math. Students are identified using OCCT/ACT data. These classes are tailored to enhance provide the students with additional support, during the school day. We also have tutoring on Wednesdays, and a bus provided after the two-hour tutoring sessions for English, Math, and Biology through the Title I budget. Twice per month, we offer Saturday School in the core areas from 9 am-12 noon. The district calendar provides for extra days of remediation during the fall, winter and spring breaks with 3 days, each. During these remedial sessions, we offer intensive reteaching for students according to their areas of need. Teacher collaboration time is built into the schedule and the professional learning communities (PLCs) meet 4 days per week. Students are selected for intervention based on content mastery, OCCT and EOI scores, ACT data, and by teacher invitation due to specific classroom related needs. Mastery Connect assists teachers in identifying areas of need and intervention for students. We are continually implementing Response To Intervention and having training for teachers on the RTI process. We will provide training to new teachers and refresher courses for returning teachers. For those teachers who have been through the training, we are practicing the pyramid of interventions and helping get students the extra support they need to be successful. Folders are used for data trackers for each student in the core areas, student

portfolios and Gifted and Talented folders. The 515 budget allows us to add chromebooks to our 1:1 initiative and increase technology skills for students and teachers. All students have access to Khan Academy for SAT prep, math remediation and Turn it In for writing feedback and anti-plagiarism. The calculators are used for student instruction in math classrooms: both academic achievement and remedial classes, and regular classes. Calculators are needed for after school tutoring in math. The calculators help our students work out math problems and prepare them for assessments where calculators are acceptable.

Monitoring/Compliance Documentation

- written assessment and intervention plan
- evidence of monitoring and evaluation of students receiving additional assistance
- evidence that additional assistance supports curriculum and is aligned to Oklahoma Academic Standards

Submit

The application has been approved.

[Consistency Check](#) [Lock Application](#) [Unlock Application](#)

Consistency Check was run on:	10/9/2017
LEA Data Entry submitted the application for review on:	10/9/2017
LEA Administrator submitted the application to OSDE on:	10/9/2017
Program Review completed on:	10/16/2017
Final Review completed on:	10/16/2017

Selectable Application Print

The application has been approved. No more updates will be saved for the application.

Requested Prints will be processed on the hour, from 8:00AM to 8:00PM, Monday Friday. Once completed, a link to a PDF will display on the Right Side of the page under Completed Printed Jobs. Applicants may save this PDF to their local computer, and print as desired.

Completed Print Request links will remain on this page for 7 days. After that time, the document will be removed. If you would like to retain a copy beyond 7 days, please save the PDF to your local computer.

Request Print Job

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Requested by Terry Fraley on 11/7/2017 12:59:24 PM

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